

Between Module Activity

MODULE 1

Betts and Neihart: *Profiles of the gifted and talented*

Identified Student: EJ – Girl, 10 years old

Most appropriate profiles:

Type III – Creative

EJ is divergently gifted. She possess a high degree of creativity and can challenge the teacher in front of the class. She does not conform to the system very easily and has not learnt how to use it to her advantage. She receives little recognition and few rewards and honors because she finds it a challenge to fit in. EJ struggles with self-esteem and is often not included in the social group. She possesses some negative self-concepts although progress is being made in this area.

Type V – Twice/Multi Exceptional

EJ is also a little Type V. She does not exhibit usual behaviours identified with being gifted. She has sloppy handwriting, sometimes finds it difficult to complete work and can seem confused about her inability to perform school tasks. EJ has exhibited signs of stress occasionally and can also feel discouraged, frustrated, rejected, helpless and isolated.

Asynchrony

EJ exhibits some of the struggles associated with Asynchronous development. She has advanced cognitive abilities and heightened intensity that combine to create inner experiences that are different from the norm. She is out-of-sync with herself, most of her classmates and some classroom expectations although much progress is being made in this area.

How the Betts and Neilhart profiles:

- **Helped understand gifted student**

The profiles have definitely helped me understand the complexities of G&T and how to understand the full range of social and emotional needs, as well as academic. Understanding the feelings, attitudes and behaviours will assist me in meeting the diverse needs of this child. The sections on home and school support give valuable ideas, tailored to the targeted child's specific needs. These will be very useful in my on-going support in the classroom.

- **Raised awareness about nature of gifted students**

My understanding of Gifted has mostly been of children who are Type I – Successful. Understanding the great diversity of G&T profiles has broadened my outlook. I now feel better equipped to notice children in my class who are not the obvious high flying academics.

- **Could be used as part of an identification process**

This is a great tool to aid the identification of G&T children. The focus on feelings and attitudes, as well as behaviours, allow for clear differentiation of targeted children. It demonstrates that the identification process should not be only about what the children produce but also focus on a complex set of emotions. G&T children can also be identified from adults and peers perceptions and the profiles give clear identification indicators.

- **Could be used to develop appropriate education goals for gifted students**

The profiles clearly state the support that can be given in school and the home. These could be used as valuable goals for G&T children, ensuring that appropriate provision is provided. As with all matters concerning children, these will need to be adapted to meet the needs of the individual child.